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ABSTRACT

The activities of an adult learning and counseling center are discussed. The project undertaken by the center is located in a model cities area. The following information is given: schedule background of personnel, summary of recruitment activities, student composition, curriculum design, sample counseling plan, advisory council composition, and a discussion of the demonstration phase. (CK)

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"COMPREHENSIVE ADULT LEARNING AND COUNSELING CENTER"

Laramie County Community College

Cheyenne, Wyoming

Project no. 124091

Grant no. OEG-0-71-4402 (324)

Bimonthly Report For

September and October

November 1

1971

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SCHEDULE
1971 - 1972

August 2 - 27	Planning - Preparation
August 30 - September 10	Recruiting - Preparation
September 13 - January 21	First Half of Project

Holidays: Thanksgiving, November 24 - 28
Christmas, December 20 - January 2

January 24 - 28	Evaluation - Recruiting
January 31 - May 26	Second Half of Project

Holidays: Spring, March 28 - April 3

May 29 - June 9	Evaluation - Follow-up
June 12 - June 30	Project Analysis

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I N T R O D U C T I O N

The project is located in a model cities area. The exact location is the rental office complex of about 200 low-rent apartments that were constructed during the 1940's. The Cheyenne area, according to a survey conducted by model cities, constitutes a population that is about 10% Spanish-American and 4% Negro with the remainder being white. The bulk of these minority groups reside in the model cities areas.

Almost without exception the income level is well below average. It is not known what the average educational level is, but the model cities report referred to above indicated that more than 40% of the residents of this county have less than a high school education.

In our discussions with various social service agencies we of the Adult Learning and Counseling Center have been assured that such an educational facility is sorely needed. Our contact with participants thus far indicates that unemployment is consistantly higher here than in other areas of Cheyenne. In addition there seems to be a higher than average number of welfare recipients.

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The schedule, as presented in the project addenda, "Comprehensive Adult Learning and Counseling Center" Project no. 124091, called for the period of time from August 2 through 27 to be spent planning and preparing for the project.

The early part of August was devoted to screening and interviewing to fill the various positions. Since the project called for the placement of the ALCC personnel on the Laramie County Community College Salary Schedule with the right to the same fringe benefits, some time was spent explaining salaries, etc.

The project was fortunate in obtaining a very capable staff. Part of this was due to the fact that the other Adult Basic Education Center in Cheyenne had a number of active applicants.

The secretary, Joan Vickers, completed her GED here in Cheyenne. She did volunteer work after that in the other ABE Center, and she lives in the area of our Center. — Secretary

Mrs. Phippin, our Spanish-speaking aide, taught English for the foreign-born at the other Center here in Cheyenne. She is very capable of handling such instruction. She too is a model cities area resident. — Aide

Mrs. Allen, our Black aide, is a very energetic person, and anxious to work with adults again. She worked with a government project in North Carolina which provided medical assistance for migrant workers. — Aide

Lydia Fierro, our third aide, obtained her GED here in Cheyenne. She worked four months as a nutrition aide in the model cities area. Mrs. Fierro speaks Spanish. — Aide

Robert Sharp, our reading teacher, has had a wealth of adult education experience. He had just been named director of an ABE reading project before coming to Cheyenne. — Reading Instructor/ Counselor

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Robert DeFratis, counselor, is a Cheyenne native with considerable experience in public service agencies. Bob has worked on a part-time basis for a mental health clinic here. — Counselor

Michele Haney, counselor, has had public school and vocational rehabilitation experience. I feel very fortunate in having one female and one male counselor. Identification with participants is facilitated by this arrangement. — Counselor

Pat Reagan, instructor, has worked in an ABE program in Colorado. In fact, a former instructor from Cheyenne, now director of ABE in Fort Morgan, Colorado, recommended her when he had to made budget cuts. Pat is very enthusiastic--to the point that it is infectious. — Instructor

Carol Hurd, instructor, has had limited public school experience. She worked as an aide in the other ABE Center, then as an instructor during this last summer. Carol is going to concentrate in arithmetic. She holds great hope for our Center because it is located in her neighborhood and can help some of the people she knows or knows about. — Instructor

I really feel, that each of these persons is indispensable to the total program. They have a genuine desire to work with the adults in need of basic education and counseling. Not one of them took the job by accident or on the rebound. They want this kind of situation.

The team spirit exists among the staff and they appear to be able to tolerate the director at this point.

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Arthur H. Ellis, Director

Educational Qualifications:

A.A. Degree 1959 Sheridan College
B.A. Degree 1961 University of Wyoming-Education
M.Ed. Degree 1967 University of Wyoming-Administration
Ed. Degree "Working" on dissertation

Experience:

1961-1962 Sundance, Wy., Schools 7, 8, 9th Social Studies
1962-1964 Buffalo, Wy., Grade School 6th grade
1964-1966 Sheridan, Wy., Public Schools 6th grade
1966-1967 Graduate Assistant to Dr. Ivan Willey, Dean of Graduate Teacher Education
1967 Teaching Assistant to Dr. Fisher (A.V. Methods for Teachers)
1967 (summer) Consultant, Head Start Teacher Training Institute-University of Wyoming
1967 (summer) Administrative Assistant, Migrant Children Workshop University of Wyoming and Wyoming State Department
1967-1971 University of Wyoming Field Coordinator, Division of Adult Education & Community Services
1968 (summer) Instructor, Upward Bound Program University of Wyoming sponsored
1969 (summer) Instructor, Upward Bound Program University of Wyoming sponsored
1969 Coordinated Workshop for School Dist. #1, Cheyenne, Wy., for V.I.S.T.A. Program Title IV (outside regular working hours as University of Wyoming Coordinator)
1970 Taught University of Wyoming Extension Course for College of Education, Supervisor of Student Teachers, (outside of regular working hours)

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Bob DeFratis, Counselor

Educational Qualifications:

B.A. Degree 1964 University of Wyoming-Psychology
(summer) 1965 8-week institute at Oregon State University. Major emphasis of institute was counseling.
M.A. Degree 1969 University of Chicago--Graduate study at the School of Social Service Administration - degree is a masters in social work with an emphasis in casework - coursework included studies in the human growth and development, history and analysis of social welfare policy, research and statistics, and the techniques of individual and group psychotherapy - field work included practical experience in social service agencies providing psychotherapy

Experience:

1965-1966 Wyoming State Employment Service in the position of Counselor Aide-Main involvement was in the provision of the following services to youth in the community: job referral, aptitude testing, counseling, screening, and recruitment for Job Corps, Neighborhood Youth Corps and other similar programs.
1966-1967 Laramie County Department of Public Welfare-position of caseworker and training specialist-worked in a program designed to provide training to unemployed heads of families under Title V of the 1965 Economic Opportunity Act. A major component of this program was adult basic education.
1963-1971 Wyoming Division of Public Assistance and Social Services-position as Adult Services Consultant-responsible for program and policy development in services to adults.

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Michele Haney, Counselor

Educational Qualifications:

1962-1963 The American University, Washington D.C.
1963 Mary Washington College of the University of Virginia, Fredericksburg, Virginia
1963-1964 University of Maryland, Munich, Germany
1964-1965 University of Heidelberg, Geidelberg, Germany
1965-1967 University of New Mexico, Albuquerque, New Mexico B.A.
1968-1970 Chapman College, Orange, California M.A.
B.A. Degree 1967 University of New Mexico-Political Science
M.A. Degree 1970 Chapman College-Guidance & Counseling

Experience:

1967 Executive secretary for the United Jewish Community Center, Brotherhood Way, San Francisco, California. Involved in coordinating educational and recreational programs for pre-school age groups to senior citizens groups.

1968-1970 Publicist and Assistant Manager, Lompoc Valley Chamber of Commerce, Lompoc, California. Coordinated Community events between local, state, and federal government. Organized and conducted television and radio programs for publicity of the City of Lompoc and the County of Santa Barbara, California. Was a member of the Board for Community Action and the Lompoc Valley Girls' Club.

1970 Counselor, Cabrillo High School, Lompoc, California. Involved in vocational, personal, and educational counseling for students in grades 9-12. Tested students on academic and psychological basis. Coordinated educational program for individual students with the school's teaching staff and administration.

Our objective as the counseling staff encompasses a large area. We hope to provide our adult students with counseling on all levels, vocational, educational, and personal. We have an open door policy and feel that we will be able to offer more individual counseling at our Center than is ever feasible in an educational environment.

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Bob Sharp, Instructor, Counselor

Educational Qualifications:

A.B. Degree 1969 Rutgers
M.A. Degree 1970 Indiana University

Experience:

1965-1968 Taught secondary French and English. The French classes were audio-lingual and stressed aural-oral skills. I expanded the language program from two levels to four, instituted the first "classroom in the woods" approach to language learning. I was instrumental in turning the English curriculum in remedial English from traditional texts to an audio-lingual approach similar to the foreign language classes. All phases of foreign language budgetary developmental and in-service workshops were given to me. Also, during this period I served as president of the South Jersey Chapter of the American Association of Teachers of French and the local Teachers' Association.

1968-1970 Taught college French and counselled financially needy students under the aegis of the Indiana University Residence Scholar Program. Served as liaison between college housing and the offices of financial aids and placement. As a graduate student, I participated in two seminars on the problems of teaching urban and overseas English.

1970-1971 Developed the ABE and GED programs in reading and English at the State University of New York, College of Farmingdale. Served as coordinator of English as a second language and was named Director of Educational Developmental Laboratory's Reading Lab at the College. Served as liaison between Farmingdale and the New York State's Continuing Education Association.

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Pat Reagan, Instructor

Educational Qualifications:

B.A. Degree 1969 University of Northern Colorado-Elementary Education, major-Psychology and guidance, minor

Experience:

1969-1970 Taught in the public school system. Various experiences with substituting and being a teacher aid for Head Start.

1971 Six months with ABE bi-lingual classes in Fort Morgan, Colorado

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Carol Hurd, Instructor

Educational Qualifications:

B.A. Degree 1970 University of Wyoming-History
Graduate Work "71 University of Wyoming-Education

Experience:

1970 Y.M.C.A. Summer Camp Counselor
1970-1971 Taught in Junior High. Social Studies, English, Cody, Wyoming
1971 Seven months experience in ABE in Cheyenne. Instructor in math and social studies. GED preparation in day and evening programs.

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Lydia Fierro, Aide

Educational Qualifications:

1970 GED Adult Basic Education Center
1970 fall Took courses at Laramie County Community College

Experience:

1970 Worked for Family Living Center as a Nutrition Aid in the model cities area. Worked with school children and adults. Enjoy working with people.

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Helen Allen, Aide

Educational Qualifications:

1966 Graduate from P.W. Moore Jr. & Sr. High School
1966-1968 Studied at North Carolina Central University under a scholarship

Experience:

1966 I worked on a government project providing medical assistance for migrant workers. 7 am - 12 noon, we visited the fields getting the names of workers who needed medical help. 12 noon - 4 pm, I spent filling out reports and checking on workers who were hospitalized. 7 pm - 2 am, I spent working in the night clinic as a clinic aide.

1968-1970 I was trained in Keypunch, teletyping, basic accounting, and salesmanship by AT&T, Universal System Institutute, and Sears in New York. On weekends and in my spare time, I did volunteer work for the welfare department working with foster children and elderly people who were confined.

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Francisca Phippin, Aide

Educational Qualifications:

1941 Graduate from St. Mary's High School, Cheyenne, Wyoming

Experience:

1969-1970 Worked with Community Action
1971 Worked as a teachers' aide at the Adult Basic Education Center. Since I can speak Spanish I was given the students who couldn't speak English. I used by-lingual approach on my students and it was most interesting. I also help the other teachers in whatever capacity I could. Before coming to adult education I was an aide in Head Start. Here, too, I made my Spanish useful as we had small children who couldn't speak English.

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Joan Vickers, Secretary

Educational Qualifications:

1970	GED from Adult Basic Education Center in Cheyenne, Wyoming
1970 fall	Attended Laramie County Community College for one semester

Experience:

1970	Volunteered as a teachers' aide for the ABE Center for four months.
1970-1971	Worked at Marv Fendley Studios as a secretary and photograph retoucher
1971	Worked at Sears in Cheyenne as a telephone salesgirl, taking telephone orders
1971 summer	Worked at the ABE Center in the evenings as a secretary.

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The latter part of August was consumed in part, by the Laramie County Community College Orientation. Since the staff of the ALCC are subject to many of the policies and benefits of the Community College, and since the other ABE Center staff was attending, it was decided that parts of the orientation would be beneficial. Orientation

August 23 Workshop sessions were a continued effort in which both the Adult Learning Centers participated. The schedule was as follows:

AM

9:00 - 9:30	Coffee and Introduction
9:30 - 9:45	Operation of Center at 609 W. 29th
9:45 -10:00	Operation of Cheyenne Terrace Center (309B)
10:00 -10:15	Operation of Street Academy
	Break
10:30 -12:00	Richard Rowels-ABE State Dept. Educ.
	Dan Ackermann-Adult Education LCCC

PM

1:00 - 1:45	Employment Service-Mr. Dan Dawson MDTA-WIN
1:45 - 2:00	Vocational Rehabilitation-Dr. Mueller
2:00 - 2:15	City County Health Unit-Mrs. Fahrenharst
	Break
2:30 - 2:45	Mental Health Center-Dr. Pantleo
2:45 - 3:00	Legal Services-Dr. Dave Smith
3:30 - 4:00	Model Cities-Mr. Kim Briggs
4:00 - 4:30	Wrap up-Mrs. Mary Rusch

The most specific benefit derived from the workshop, other than individual to individual association concerning adult education, was the association with those people in charge of the various social service agencies here in Cheyenne. As participants we were able to see both sides of the coin. We could talk with agencies and then "check" with the ABE staff. Benefit of

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In evaluating the session it was determined that more of the people from the agencies who work directly with the clients should have been included rather than directors. The workshop gave us in the 309B Project a real send off. In our own workshop and planning sessions we could check with agencies and ABE personnel as we progressed.

Evaluation

During the latter half of August one of the project counselors and I visited the agencies and put forth an effort to make use of the Center and to recruit participants. A summary of our recruiting efforts follow:

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ADULT LEARNING AND COUNSELING CENTER---

SUMMARY OF RECRUITMENT ACTIVITIES

The following agencies and organizations have been contacted and offered an explanation of the Adult Learning and Counseling Center in Cheyenne Terrace:

-LARAMIE COUNTY DIVISION OF PUBLIC ASSISTANCE AND SOCIAL SERVICES
709 West 19th -- 1902 Thomes Avenue
Cheyenne

Met with caseworker supervisors and adult service workers. The agreement was to have caseworkers contact potential ABE students on the various caseloads. Literature for distribution has also been placed with that agency at both office locations.

-LARAMIE COUNTY COMMUNITY ACTION PROGRAM
809 Central Avenue -- 1615 Pioneer Avenue -- 309 West 20th
Cheyenne

Met with the executive director. Agreement was made to have that agency inform interested persons of the existance of the Cheyenne Terrace ALCC. Suggestions were also made that the CAP Southside Neighborhood Center be contacted.

-CAP SOUTHSIDE NEIGHBORHOOD CENTER
809 Central Avenue
Cheyenne

Met with the Center director. Agreement was made to display posters and distribute literature describing the ALCC. Also on days when food stamps sales were very active, a staff member has been available to the Neighborhood Center.

-LARAMIE COUNTY COUNCIL OF COMMUNITY SERVICES

Staff members from the ALCC attended a monthly Council meeting and explained the operation of the project. Literature was distributed to those in attendance for further distribution to potential students. Several of the member agencies also extended invitations to the ALCC staff to visit the agencies and explain the program to other staffs.

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SUMMARY OF RECRUITMENT ACTIVITIES

(cont.)

-SOUTHEAST WYOMING MENTAL HEALTH CENTER
305 East 24th
Cheyenne

Met with the director and some staff to explain our program. Agreement was made to establish two-way referrals. Literature was distributed.

-CHEYENNE TERRACE RENTAL OFFICE
1005 West 5th St
Cheyenne

Posters were placed in the rental office and a list was kept of the names of persons expressing an interest in the ALCC.

-WYOMING STATE EMPLOYMENT SERVICE
506 West 17th
Cheyenne

Met with Kay Ross and Dan Dawson of the Cheyenne Office--to explain our program and to show them our Center. Biweekly a member of their staff will visit our Center to inform our students of local job opportunities.

-DEPARTMENT OF VOCATIONAL REHABILITATION
1122 Logan Avenue
Cheyenne

Invited the staff of the local department to visit our Center. Through our suggestion, one of their staff will visit our Center weekly and consult with our students on available services of Vocational Rehabilitation.

-MODEL CITIES
1700 Snyder Avenue
Cheyenne

Attended a staff meeting of Model Cities to discuss our program for Model Cities Residents and asked them to pass on the information.

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SUMMARY OF RECRUITMENT ACTIVITIES

(cont.)

-GOODWILL INDUSTRIES
322 West 17th
Cheyenne

Met with the director Mrs. Mary Robertson. Literature was placed in that location for distribution. Goodwill Industries also agreed to collect books for the ALCC library.

-FAMILY LIVING CENTER
200 West 9th
Cheyenne

Met with director Mrs. Prahl and members of the homemaker group, sponsored by that agency. They agreed to pass on the information to families that they visit.

-ST. JOSEPH'S CATHOLIC CHURCH
300 East 6th
Cheyenne

Met with the Sisters at that church and they agreed to contact interested persons. Literature was also placed at the church for distribution.

-FRANCIS E. WARREN AIR FORCE BASE
West of Cheyenne
Cheyenne

The following base facilities were visited by ALCC members of the staff, who explained the project and distributed literature: Education Office, Family Services, Base Chaplin, and Community Center.

The Welcome Wagon on base will be distributing our information to Cheyenne Newcomers.

-SOUTH SIDE DAY CARE CENTER
302 East 6th
Cheyenne

Met with the Day Care Center staff and explained the operation of the Adult Learning & Counseling Center.

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SUMMARY OF RECRUITMENT ACTIVITIES

(cont.)

The following agencies have also been contacted and have been given information to distribute:

Salvation Army
Disabled Veterans Thrift Shop
Project Hope
Cheyenne Halfway House for Alcoholics
Carpenter's Union
Teamster's Union
Cheyenne City Employees Credit Union
Laramie City-County Health Unit
Veteran's Administration
G.I. Forum
State Office Building
Cheyenne Chamber of Commerce

Visited the following local stores which are frequented by target area residents, and hung posters and left flyers to be distributed:

Safeway
Southside Superette
Yost Brothers
Longhorn Cafe

Other means of recruitment:

(a) Held a neighborhood coffee in residential area of target area. Interested ladies were invited to attend.

(b) The staff of ALCC participated in a door-to-door distribution of flyers in the target residential area.

(c) Contacted former ABE students who did not complete their course work.

(d) Students at Cole Elementary School and Johnson Junior High (within target area) were given brochures to take home to their parents.

(e) The Spanish Radio Hour broadcasted information concerning our Center in Spanish.

All of these resources are contacted periodically.

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RECRUITMENT

By September 10th, the end of the period of time alloted to recruiting and preparation, we had a sizeable list of possible participants. Since the ALCC is located in a model cities area of about 200 low-rent apartments we worked the area pretty hard hoping to attract the drop-in students first and then work further and further from this nucleus.

When we opened the door to regular hours we were surprised and disappointed to have six participants show up. When we renewed our recruiting efforts we discovered several facts. One was that the turn over of tenants was very high. Now we work with the landlord's records to keep current on new people coming in. Secondly we learned that employment rates were at an all time high for the year in Cheyenne and that unemployment claims were down correspondingly. A check with the Wyoming State Employment Security Commission indicated that these levels were temporary and unemployment would soon begin a season rise.

Another fact we learned was that there is little social interchange or common-bond between the people in the area of our Center. Recruitment must be initiated and continually re-initiated by us since word-of-mouth is almost non-existant.

Child care has been another problem. We have made some in-roads by dealing directly with the state coordinator of day care and with welfare, vocational rehabilitation and several day care centers. Much work remains to be done in this area, however.

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STUDENT COMPOSITION

At the time of this writing we have 28 students enrolled at the Center. Of these 28, 9 of them are Spanish-American, 15 are Anglo and 4 are Negro. There is a total of 7 males and 21 females. Four of our students are non-English speaking and thus we have been unable to test them for educational level. Of the 24 which we have tested, they fall into the following categories: One below 2nd grade level; 4 at the 9th grade level and below; and 5 at the 10th grade level and above.

The income level of the students vary also from those on public assistance to an income of $20,000 a year. Age also varies from 16 to 50. However, these basic differences have not interfered with the mixing socially of our students. They have gained considerable insight into other types of people as a result. We have attempted to bring about more social development through the facility of group counseling. During these sessions, the more aggressive students have become supportive of the more recessive ones. We have also formed student committees such as our Welcoming Committee, making students responsible for making newer students feel "part of the group."

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I N S T R U C T I O N

Academically our instructional program emphasizes reading. In fact, nearly half our budget for instructional materials and supplies has gone for reading.

The basis of the reading program is a multi-media, multi-model approach. It utilizes a continuation of auto instructional materials, machines, and student-teacher activities integrated into individualized self-adjusted study. The program is designed so that the reading materials cover many areas of basic education: science, math, social studies, and general interest.

Reading

The mathematics curriculum utilizes workbooks. The participant moves through the workbook at his own pace. The instructor gives help to each person by illustrating with practical application and demonstration.

Mathematics

The science curriculum is based on basic scientific concepts that have been drawn from a number of textbook sources. The concepts are used as a springboard into areas of science that interest the participant. There is constant effort exerted to present science in a practical "usable" manner. To date we have had two field trips. One was a nature walk through a field. Plants, grasses, seeds, etc., were collected as an activity to move into the area of biology. This is to be followed with a trip to the ecological laboratory here in Cheyenne. The second field trip was a tour of the sewage disposal plant. The teacher is relating this to a study of bacteria and environmental pollution.

Science

The social studies curriculum emphasizes local government and the relationship between people and government as well as the relationships between various groups of people. Law, drugs, crime, and various contemporary topics are treated as they arrive. The more traditional aspects are also given consideration--maps, globes, transportation, elections, and etc. This group visited the state capital. It was surprising how few had been there before.

Social Studies

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I N S T R U C T I O N

(cont.)

The language program has six major areas of concentration; punctuation, spelling, capitalization, usage, literary awareness, and appreciation for poetry.

Language

In so much as possible all subject areas are taught on a cycling basis. The major areas of an academic subject are taught so that the present emphasis draws on previously covered material and reaches toward new material while trying to interconnect the various aspects not only of one subject but between subjects. Often the instructors compare notes so that they can use examples and materials that will reinforce the concepts of the various subject areas.

Cycling and Reinforcement

We also have a structured program of employment orientation. Everything from grooming to employment opportunities is given consideration. Representatives from the Vocational Rehabilitation Office and the Wyoming State Employment Security Commission maintain regular hours at the Center and counsel with participants, teachers, and counselors.

Employment

The English for foreign-born instruction is highly individualized. Pictures, tapes, language master, and dictionaries are utilized by our instructor who has had several years of experience. Instructional materials for naturalization obtained from the U.S. Government are adapted for use in these classes whenever possible.

English for Foreign-born

Two nights a week we keep the facilities in use. There is an abbreviated day schedule in addition to what could be termed Consumer Education. Sewing has been the most popular even though the turn our has been light.

Consumer Education

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SAMPLE STUDENT COUNSELING PROGRAM AND PROCEDURE

Mr. Y is Spanish-American, married, 3 children and 38 years of age. He has had an eighth grade education. The following is typical of the problems faced by our students, their goals and our counseling plan.

Mr. Y has been working very hard and has made considerable progress since he began at the ALCC. His attendance has been perfect and frequently he has put in additional hours studying both here at the Center and at home. The main problem for Mr. Y at this time is that he has no means at the moment to support his family. He does appear eligible for some benefits through the Veteran's Administration but final approval has not been granted. Another problem area is his lack of confidence in himself. He has expressed this lack of confidence which is evident particularly when he is in a group situation. His description of his problem is that he cannot think of the right words to express himself, and he thinks he has a noticeable "lisp" which deters his ability to express himself. There is a noticeable blocking when he initially tries to verbalize in a group. His speech pattern is somewhat disordered; however, rather than it being a lisp it is more a problem of improper accent placement in word syllables. Even though his current use of the Spanish language is limited, his speech pattern does resemble that of a person having some difficulty attempting to speak an unfamiliar language. Another problem is Mr. Y's uncertainity about the type of vocation he wishes to pursue.

COUNSELING GOALS

The immediate need is some type of financial assistance. A second goal is to help Mr. y recognize that he does have more ability than he realizes. In conjunction with this second goal, he needs to feel more at ease in a group situation. Mr. Y's expressed goal is to further his education. He is not specific in describing his desires because at this point he wants a general education. As he progresses in his studies here, another goal will be to help him plan for the time after he completes his GED.

COUNSELING PLAN

Mr. Y has already been assisted by us in his attempts to obtain the available benefits under the Veterans' Administration. The only thing that can be presently done is to wait because of the time needed for the V.A. to process the

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COUNSELING PLAN CONTINUED:

application. However, if the delay becomes prolonged, an attempt will be made to determine if the process can be hastened.

In order to enhance Mr. Y's self-image, he has been asked to perform certain tasks such as operate the movie projector. This is hopefully to help him feel a part of ALCC and that he does have something to contribute. Also he has been hired as a custodian for ALCC primarily because of his financial need, but there are other advantages. He, with the help of his wife, havedone an excellent job in maintaining the building premices and this seems to have been an asset because both the ALCC Staff and the students have paid him due recognition. Also he is rather humble about it, but he does seem to be bolstered by this recognition.

Attempts have been made to help Mr. Y feel more at ease in the group. In some group sessions, the focus has been on his uncomfortableness. The group has been very supportive in relating that all members have felt or now feel somewhat uncomfortable in the same situation. He seems to have found comfort in their support and at times makes noticeable attempts to assert himself more. Similar efforts will be continued to help Sam feel more at ease.

A vocational counseling plan will be initiated in the near future. Some interest inventories may be utilized.

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EDUCATIONAL PROGRAM

The following is a typical educational program developed for each student individually by the instructors and counselors. The program is divided into subject areas to include math, language arts, social science and natural science. This program was developed for Mr. Y whose counseling program preceded.

Math

Problem areas: Mr. Y needs help in the basics of math. His retention is quite good and he should progress rapidly with help in unfamiliar areas.

Goals: G.E.D. completion is the goal and it is quite feasible at this point. Algebra and geometry are areas in which he would like to explore.

Plan: (1) Review basics in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.

(2) Introduce new materials in percentage, formulas, proportions, and simple equations. Algebra and geometry.

Procedure: Mr. Y can progress on his own and as quickly as he needs to, but retaining accuracy all the while.. Final goal G.E.D. is slated for November.

Language Arts

Problem areas: Mr. Y's tests suggests that he is achieving at a grade level consistant with his 8 years of primary education. These same tests confirm that his Natural Science vocabulary is considerably lower than the other content areas. His basic language skills show a strong correlation between his formal education and tests scores. His greatest weakness appears to be in the area of capitalization.

Goals: To improve his ability to understand what he reads, his capitalization, punctuation and usage.

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Plan: Vocabulary development by extensive reading, and drills in capitalization and punctuation.

Science

The goal in this class is to give Mr. Y a knowledge and familiarity of some basic concepts of science. He will also be given the opportunity and practice in positive experiences with science and science reading.

Social Studies

The objective in this class is to make better citizens of the adult education student. In order to obtain this goal is through discussions in current events, world-wide and local; United States Government, local, state and federal; geography and history.

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COUNSELING PROGRAM

The main objective of the ALCC counseling program is to enhance the educational environment. Many of the students who come to the ALCC are confronted with problems which either prohibit or inhibit their utilization of the educational program. The role of the counselors is broadly defined to include assisting the students to handle those problems which do impede their educational progress. The activities of the counselors range from providing concrete services such as assisting the student to obtain financial assistance to more intangible services such as intensive counseling or psychotherapy. The counselors also assume responsibility for enlisting the services of the available community resources: Public Assistance & Social Services, Mental Health, Vocational Rehabilitation, various religious institutions, etc. Another primary responsibility of the counseling staff is the recruitment of the students. See enclosure for summary of recruitment activities.

A counseling plan is formulated for each student that is enrolled in the ALCC. The first step in formulating the plan is to identify the problems that confront a particular student. These problems are identified when a student expresses them or when a counselor or other staff person observes something amiss and brings this to the attention of a counselor. The second step in the counseling plan is the establishment of some specific goals which are the solution or alleviation of the identified problems. Maximum student participation is encouraged in establishing goals. The third portion of the counseling plan is devoted to an elaboration of the steps or action intended to be taken in order to reach the specified goals.

The counseling program has also incorporated the use of anecdotal interviewing and action records. These records are maintained in order to document the activities undertaken and to provide one means of indicating progress achieved.

Regular weekly counseling sessions are scheduled for each student. These sessions vary in length from 15 minutes to 1 hour depending upon the counseling plan for the student. The intent of these sessions is to obtain the student's assessment of the program and to carry out the prescribed counseling plan. The counselors are also available to deal with any problems which require immediate attention.

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ADIVSORY COUNCIL

Under the terms of the contract an advisory council must be organized. The purpose being to advise and evaluate the program and its results in meeting the needs of undereducated adults.

The Adult Learning Center that has been in existance in Cheyenne for several years had such a council but was limited in breadth of representation. It was decided to expand the council and utilize it for both centers. The idea being that one council working with both centers would lead to closer cooperation, coordination, and better utilization of everyone's time. The representatives are:

1. Mrs. Ann Baxter
   Rt. 1, Box 258
   Former ABE Student

2. Mr. Robert Palmer
   %Vocational Rehabilitation
   1122 Logan Avenue

3. Mr. Ralph McConahy
   %State Department of Public Welfare
   State Office Building

4. Mrs. Dee Prahl
   %Family Living Center
   200 West Ninth

5. Mrs. Kay Ross
   %Wyoming State Employment Service
   506 West 17th

6. Mr. Joe Sanchez
   2521 Bent Avenue
   Former ABE Student

7. Mrs. Beverly Cowing
   1910 Cheshire Drive
   Public School Dean of Girls

8. Mr. Art Ellis
   Adult Learning and Counseling Center
   1005 West Fifth

A constant effort will be maintained to expand and to effectively utilize the advisory council.

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DEMONSTRATION PHASE

So far the study of the comparison of the gains of those adults with specific goal orientation to those without specific orientation has consisted of data accumulation. Careful records of attendance and amount of instructional and counseling time for the two groups has been maintained.

Work on determining the criteria on which specific goal orientation is to be established is still being formulated. The ascertation of those with specific goals consistant with the participants ability has proven to be difficult.

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on Adult Education